PRONUNCIATION ERRORS MADE BY THE THIRD YEAR STUDENTS OF MTS DARUL HIKMAH PEKANBARU IN PRONOUNCING ENGLISH WORDS

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Abstract: *The aim of this research was to find out the vowels that are difficult for the third year students of MTs Darul Hikmah Pekanbaru to pronounce and the sources of errors made by them. There were 251 population and only 22 students as the sample through cluster random sampling technique. The test was taken in audio recording. After analysing the data, it can be concluded that the most difficult vowel appeared in /ʌ/ (76.14%); while the easiest vowel was /ɔ/ (7.95%). In addition, the first source of pronunciation errors made by the students was Interlingual (31.82%) and the second source was Intralingual (18.18%).*

Key Words: *Pronunciation, Errors, Analysis, and Students*

KESALAHAN DALAM PENGUCAPAN OLEH KELAS TIGA MTS DARUL HIKMAH PEKANBARU DALAM MENGUCAPKAN KATA KATA BAHASA INGGRIS

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Abstract: Penelitian ini bertujuan untuk menemukan bunyi huruf vocal dalam Bahasa Inggris yang sulit bagi siswa kelas tiga MTs Darul Hikmah Pekanbaru untuk diucapkan dan menemukan sumber-sumber kesalahan dalam mengucapkan kata-kata Bahasa Inggris. Sampel dalam penelitian ini dipilih menggunakan teknik acak. Ada 251 populasi dan hanya 22 siswa yang terpilih menjadi sampel. Tes diambil dalam bentuk rekaman suara. Setelah menganalsis data, dapat disimpulkan bahwa kesalahan pengucapan bunyi huruf vocal yang paling sulit bagi siswa adalah /ʌ/ dengan persentase (76.14%); sedangkan bunyi huruf vocal yang paling mudah bagi siswa adalah / ɔ/ dengan persentase (7.95%). Sumber pertama dalam kesalahan pengucapan yang dilakukan oleh siswa adalah Interlingual, dengan percentase 31.82% dan sumber yang kedua yang dilakukan oleh siswa adalah Intralingual, dengan persentase 18.18% dari 22 siswa.

Kata Kunci: Pengucapan, Kesalahan, Analisis, and Siswa

INTRODUCTION

Pronunciation is one of language components, it needs to be known by the students but, the reality, Indonesian learners could not produce English words correctly (Seaken 2014). Mulansari (2014) sates Indonesian learners get confused when producing English words. It is because there are differences between Bahasa Indonesia and English. The first is differences in the number of vowel sounds. Bahasa Indonesia have six vowel sounds namely /a/, /i/, /ə/ /u/, /e/, and /o/ while English has twelve vowel sounds; /iː/, /ɪ/, /e/, /æ/, /ʌ/, /ɑː/, /ɒ/, /ɔː/, /ʊ/, /uː/, /ɜː/, and /ə/. The second is English is known as inconsistent in pronunciation. For example, words good this word should be pronounced as /gʊd/. Contrary, Bahasa Indonesia is consistent in pronunciation. The way words were spelling is the way to be pronounced. For example, bagus it should be pronounced /bagus/.

The errors in pronouncing English may be viewed as a part of learning English process to the people who speak English as a foreign language. Because by the errors, they will learn how to correct pronounce in English. Lado (1996) in Jumrina (2014) common errors in English is usually occur in every linguistics aspect namely; syntax, lexicon, phonology and morphological errors. It caused by the interferences of their first language to English and the differences of both languages in those aspects. For example, if their mother tongue is Malay, there will be so many English words that are still new for them.

The other aspect is the students' knowledge. Every student has different background knowledge. Because of that, the student will find so many varieties in their pronunciation. For instance, if they did not know how to pronounce a word "fruit" they will say "fruit" not the correct one "fruːt". From the example, the fact that can be found is that pronouncing English word is different from the form of word. The differences are not only from the way in reading and writing but also from the meaning. The meaning can also be determined by the intonation and stress of the words. All of that is conducted in pronunciation; therefore, background knowledge is very important.

According to Richard (1971), errors are caused by negative transfer or the effect of his/her mother tongue, which are called interlingual errors. Besides that, the students do not know the target language well, this sentence belongs to intralingual errors. Beside the sources of errors above, the learners make errors caused by two factors. They are internal and external factors. Internal factor refers to the students' motivation in learning English while the external factor refers to the environment of the learners.

In the specific case, problem in pronunciation also happens to the third year students of MTs Darul Hikmah Pekanbaru. In studying English, they do not have pronunciation class, so there is high possibility to make errors. In fact, not all students can pronounce well. They got confused to produce English words and make them unconfident to pronounce many words in English. Many students do not know how to pronounce the sounds or particular sounds of English in natural speech, sounds combinations on with putting particular sounds in particular positions. They may also have trouble in differentiate two words which has slightly similar sounds. Based on the problems previously, this research needs to be done to prove that the third year students of MTs Darul Hikmah made many errors in pronouncing English words.

METHODOLOGY

Participants of the Research

The participants of this research were the third year students of MTs Darul Hikmah pekanbaru. 9B1 class of 22 students was chosen by using Cluster Random Sampling Technique.

The Data Collecting Technique

As the technique of the data collection, the writer got in touch directly with the students of MTs Darul Hikmah Pekanbaru. The pronunciation test and record were given by using and saving the data to be analysed as the way to know the student's errors.

The Data Analysis Technique

It was quantitative research that the method was conveyed in descriptive analysis as the way to describe and to interpret the result of qualitative data. To get the qualitative result, this reseach referring to the steps of error analysis method from Ellis (1994) in Aziz (2017), the data were analyzed as follows:

1. Find out the pronunciation errors by listening the voice recording and underlining the errors.
2. The calculating of the errors used the following formula as proposed by Sudjono (2004):

$$p = \frac{F}{N} \times 100\%$$

P = Percentage
F= Frequency of error occurred
N= Number of cases (total frequent/total individual)

3. Classification the frequency of errors. It is classified based on the criteria proposed by Depdikbud (1994) as follows:

Table 1. Classification of Percentage

No	Percentage	Classification
1.	66-100%	High Error
2.	36-65%	Moderate Error
3.	0-35%	Low Error

4. The last step was drawing a conclusion based on the analysis.

RESEARCH FINDINGS

Reliability

This reseach used Statistic Product and Service Solution Version 20 (SPSS 20) to process the data. The rater's score is considered reliable if the value of Cronbach's Alpha is >0,60. The reliability value of the rater's score was 0,873 (high level of reliability). In conclusion, the rater's scores are considered reliable.

Table 2. Inter-Rater Reliability
Reliability Statistics

Cronbach's Alpha	N of Items
.873	3

Findings

These are the vowels error made by the participants. The list of the errors in vowel can be seen in the table below:

1. Vowel ə

Table 3. Errors in Vowel ə

No	Vowel ə	Number of Students	Percentage
1	Daughter	14	64%
2	Kingdom	17	77%
3	Conspiracy	10	45%
4	Above	6	27%

This vowel is a central vowel. In vowel ə, the words that tested are daughter, kingdom, conspiracy and above. The errors that occur in this vowel are 53.41% and the pronunciation errors that often occur is in the word "kingdom".

2. Vowel ɛ

Table 4. Errors in vowel ɛ

No	Vowel ɛ	Number of Students	Percentage
1	Dead	0	0%
2	Access	0	0%
3	Revenge	17	77%
	Harems	3	14%

This vowel is a mid-front vowel. In vowel ɛ, the words that tested are dead, access, revenge and harems. The errors that occur in this vowel are 21.59% and the pronunciation error that often occurs is in the word "revenge".

3. Vowel ʌ

Table 5. Errors in vowel ʌ

No	Vowel ʌ	Number of Students	Percentage
1	Southern	22	100%
2	Country	16	73%
3	Tunnel	14	64%
4	Become	15	68%

This vowel is a central vowel. In vowel ʌ, the words that tested are southern, country, tunnel and become. The errors that occur in this vowel are 76.41% which is the most difficult vowel for the students and the pronunciation error that often occurs is in the word "southern".

4. Vowel ɪ

Table 6. Errors in vowel ɪ

No	Vowel ɪ	Number of Students	Percentage
1	River	4	18%
2	Disgusting	11	50%
3	Vision	0	0%
4	Missing	0	0%

This vowel is a front vowel where the tongue nearer center than front. In vowel ɪ, the words that tested are river, disgusting, vision and missing. The errors that occur in this vowel are 18.18% and the pronunciation error that often occurs is in the word "disgusting".

5. Vowel æ

Table 7. Errors in vowel æ

No	Vowel æ	Number of Students	Percentage
1	Magic	3	14%
2	Palace	10	45%
3	Traps	3	14%
4	Angry	3	14%

This vowel is a front vowel where the tongue is near the front of the mouth but getting quite low. In vowel ɪ, the words that tested are river, disgusting, vision

and missing. The errors that occur in this vowel are 18.18% and the pronunciation error that often occurs is in the word "disgusting".

6. Vowel ʊ

Table 8. Errors in vowel ʊ

No	Vowel ʊ	Number of Students	Percentage
1	Should	18	82%
2	Good	4	18%
3	Looking	4	18%
4	Would	19	86%

This vowel is a back vowel where the tongue nearer center than back. In vowel ʊ, the words that tested are should, good, looking and would. The errors that occur in this vowel are 51.14% and the pronunciation error that often occurs is in the word "would".

7. Vowel **i**

Table 9. Errors in vowel i

No	Vowel **i**	Number of Students	Percentage
1	Release	6	27%
2	Reached	20	91%
3	Creatures	17	77%
4	Leads	11	50%

This is the highest and most forward front vowel. In vowel i, the words that tested are release, reached, creatures and leads. The errors that occur in this vowel are 61.36% and the pronunciation error that often occurs is in the word "reached".

8. Vowel ɔ

Table 10. Errors in vowel ɔ

No	Vowel ɔ	Number of Students	Percentage
1	Thought	0	0%
2	Walking	3	14%
3	Water	4	18%
4	Shore	0	0%

This vowel is a central back vowel where center of the tongue raised between half-close and half-open. In vowel ɔ, the words that tested are thought, walking, water and shore. The errors that occur in this vowel are 7.95% which is the easiest vowel for the students and the pronunciation error that often occurs is in the word "water".

9. Vowel ɑ

Table 11. Errors in vowel ɑ

No	Vowel ɑ	Number of Students	Percentage
1	Conquered	17	77%
2	Guards	20	91%
3	Costume	6	27%
4	Rock	0	0%

This vowel is the lowest and furthest back of the front vowels. In vowel ɑ, the words that tested are conquered, guards, costume and rock. The errors that occur in this vowel are 50.00% and the pronunciation error that often occurs is in the word "guards".

10. Vowel **u**

Table 13. Errors in vowel u

No	Vowel u	Number of Students	Percentage
1	Used	21	95%
2	Ruled	20	91%
3	Supernatural	2	9%
4	Into	15	68%

This vowel is the highest and most back vowels. In vowel u, the words that tested are used, ruled, supernatural and into. The errors that occur in this vowel are 65.91% and the pronunciation error that often occurs is in the word "used".

11. Vowel ɜ

Table 13. Errors in vowel u

No	Vowel ɜ	Number of Students	Percentage
1	Girl	14	64%
2	Turned	22	100%
3	Curse	19	86%
4	Her	2	9%

This vowel is a center vowel where the tongue raised between half close and half-open. In vowel ɜ, the words that tested are girl, turned, curse and her. The errors that occur in this vowel are 64.77% and the pronunciation error that often occurs is in the word "turned".

The Source of Errors

In general, there are two sources of pronunciation errors made by the subjects in pronunciation that was found in this research, there are:

1. Interlingual transfer related with first language interference. Some errors caused by the first language interference and the absence of certain English as second language in Indonesian pronunciation. For example, Sound ʌ which does not exist in Indonesia: as they pronounced /tunnel/ that should be /tʌnəl/.

2. Intralingual transfer caused by the unsuccessful in learning second language and the lack of awareness about English phonetic system. The example of errors caused by intralingual transfer is the learners had a tendency to pronounce the word as it sounds in the written form. For example, the word "should" that pronounced as "sould" that must be /ʃʊd/.

Table 14. Source of Errors Percentage

Students	Interlingual Transfer (IT)	Intralingual Transfer (IaT)	Remarks	
			(IT)	(IaT)
1	5 (71.43%)	4 (100%)	/ʌ/, /ɑ/, /ɪ/, /ʊ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
2	7 (100%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
3	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
4	3 (42.85%)	3 (75.00%)	/ʌ/, /ɑ/, /ɜ/	/ə/, /i/, /u/
5	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
6	5 (71.43%)	4 (100%)	/ʌ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
7	4 (57.14%)	4 (100%)	/ʌ/, /æ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
8	5 (71.43%)	4 (100%)	/ʌ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
9	6 (85.71%)	3 (75.00%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /i/, /u/
10	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
11	6 (85.71%)	3 (75.00%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ɛ/, /i/, /u/
12	7 (100%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
13	7 (100%)	3 (75.00%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/	/ə/, /i/, /u/
14	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
15	3 (42.85%)	2 (50.00%)	/ʌ/, /ɑ/, /ɜ/	/ə/, /u/
16	4 (57.14%)	4 (100%)	/ʌ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
17	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ, /i/, /u/
18	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
19	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
20	5 (71.43%)	3 (75.00%)	/ʌ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/	/ə/, /i/, /u/
21	5 (71.43%)	4 (100%)	/ʌ/, /æ/, /ʊ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/
22	6 (85.71%)	4 (100%)	/ʌ/, /ɪ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/	/ə/, /ɛ/, /i/, /u/

Table 15. The Total Source of Errors Percentage

No	Source	Percentage
1	Interlingual	31.82%
2	Intralingual	18.18%

- Interlingual Transfer: /ʌ/, /ɪ/, /æ/, /ʊ/, /ɔ/, /ɑ/, /ɜ/
  - ➔ 7/22x100% = 31.82%
- Intralingual Transfer: /ə/, /ɛ, /i/, /u/
  - ➔ 4/22x100% = 18.18%

Table 15 shows that interlingual transfer is a source of pronunciation errors which is frequently made by the third year students of MTs Darul Hikmah Pekanbaru was often occur.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Students' errors were categorized into. The numbers of students were 22. The students made the total of 37 errors of 44 words. Another word, it can be said that it was high error, there were:

a. The most difficult vowel that appeared in the students' pronunciation was /ʌ/ with percentage (76.14%).

b. The easiest vowel that appeared in the students' pronunciation was / ɔ/ with percentage (7.95%).

Besides, the writer also found the source of pronunciation errors made by the third year students of MTs Darul Hikmah Pekanbaru, they were

a. The first source of pronunciation errors made by the third year students of MTs Darul Hikmah Pekanbaru was Interlingual, it was 31.82% from 22 participants.

b. The second source of pronunciation errors made by the third year students of MTs Darul Hikmah Pekanbaru was Intralingual, it was 18.18% from 22 participants.

Recommendations

Based on the conclusions, the following recommendations can be stated:

1. Students should know the error and have question about that. It means that when English class is taking place, the students feel shy to ask the teacher if they did not know how to pronounce the words. The more students realize of making errors, the more students will solve it. To master the pronunciation of English, the student needs to be trained to understand words every day. However, before he/she can utter a sound or intonation correctly, the student must first listen to how the word is spoken by a native speaker.

2. For teacher, it will be better if they can give special attention about how to solve the errors especially in pronunciation.

3. For other researchers, because the writer focused only one aspect that was vowel, it is hoped that the other researchers can do more. Such as, consonant, diphthong, intonation, stress and rhythm. And it might be a reference for other researchers to do an analysis about pronunciation errors.

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